JOURNAL OF EDUCATION.

NEW ENGLAND AND NATIONAL

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NEW ENGLAND AND NATIONAL

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A. E. WINSHIP.....EDITOR

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Department of Superintendence, Cincinnati, February 22-26, 1925.

"CRYING DOLL"

I was present at the naming of "Crying Doll," the latest named pure-bred yearling in the United States. On January 10, 1925, in New Mexico, on the California Limited of the Atcheson, Topeka and Santa Fe railroad I was present at the birth of the latest born registered name of a race horse.

I could write an interesting book on the notable acquaintances on my one hundred and sixteen transcontinental trips. On every trip I discover some man whose acquaintance is well worth while. This midwinter trip—the fifty-eighth to the Pacific Coast—my interesting find was a man of the race track world, the first of his profession whom I have known thoroughly well. He has followed the races for thirty-six years. The first seven years he rode running horses on the American tracks. Then he was too heavy for the American weight limit and rode in England, where the weight limit is not so low. Since then, for twenty-seven years, he has "followed the races," and for most of those years has owned racers.

On this trip he was going to San Diego to be near the Mexican race track, where he has nineteen race horses in preparation for the winter races. "Crying Doll," whom he named in the observation car of the California Limited, January 10, 1925, is a yearling that he purchased a few months ago, a promising colt by "Black Tony," out of "Miss Daisy." He had sent in to the registrars a name which had just been returned because too near an approach to a name already registered.

While waiting for our train at the city station there was a howling baby in the waiting room, whose mother, evidently shy of funds, was scolding the baby, who was crying for one of the lovely dolls on sale at the news stand. "Doll, doll, doll," he cried, and the more the mother cuffed the more he cried for a doll. At first it was a bit disgusting, but out of the incident was born the name of a pure-bred yearling, and "Crying Doll" has been sent to the registrar with no fear that it will conflict with any name already registered.

Isn't it too bad that that poor woman can never know that she, in her petulance, named a pure-bred racer; that that baby crying for a doll will never know that "Crying Doll," a pure-bred racer, was named for him because he was such a nuisance in that railroad waiting room.

My acquaintance, with thirty-six years of racing experience, is a man after my own heart, a man who can find a treasure where other people merely find an annoyance.

As I am writing this as we are passing adobe villages in a New Mexico valley, it is easy to pedagogicalize. It is a brainy teacher who can give a new name and fame to a boy who is a nuisance, and it is being done by thousands of teachers every year. We could write a book, also, on teachers who refuse to consider every mischievous boy a nuisance.

BAGNALL AT HYANNIS

On November 24 Francis A. Bagnall, long superintendent of Adams, Massachusetts, who succeeds W. A. Baldwin as principal of the Hyannis, Massachusetts, State Normal School, was given an enthusiastic welcome by the Alumni Association, the State Department of Education, the teachers of the institution, and public of Hyannis and neighboring towns and cities. There is much professional satisfaction in the state over the selection of Superintendent Bagnall as Mr. Baldwin's successor. It has been the general practice in New England to choose superintendents for the preparation of teachers in the State Normal Schools, and the results have in all cases been eminently satisfactory. Mr. Bagnall has demonstrated remarkable professional leadership as a city superintendent.

Mr. Baldwin has given the Hyannis School

a personality unlike any other in the United States, but recent exceptional good fortune has made it feasible for him to relinquish the details of administration and devote whatever time and thought he chooses to use publicly to purely professional functions, and he already has classes in the State Teachers College of Rhode Island and teachers' classes in Newport, Rhode Island.

HAMPTON AND TUSKEGEE'S $5,000,000.

One of the most interesting and important developments of the day becomes public through the campaign of Hampton and Tuskegee Institutes under the leadership of Presidents James E. Gregg and Robert H. Moton. The negroes own more than 22,000,000 acres of land, or more than 34,000 square miles, an area equal to that of all New England except Maine. In Virginia they own 1,911,443 acres valued at $17,600,148, and in Georgia 1,838,120 acres valued at $20,808,599. It seems that while many negroes go to cities those remain in the country who can own their homes and farms. There are 293 colored farm and home demonstration agents, mostly educated at Hampton and Tuskegee. They are an important factor in the improvement of the condition of the Southern negroes.

THE KINDERGARTEN GROUP

In the last fifty years there has been one strain of pure blood progressive American educational influence which must always be traced through Caroline D. Aborn, Lucy Wheelock, Patty Smith Hill, William N. Hailmann, Susan Elizabeth Blow, Pauline Agassiz Shaw, Nora Archibald Smith and her sister, Kate Douglas Wiggin, Sarah B. Cooper, Henry Barnard, and Elizabeth Peabody to Froebel.

We shall sometime devote adequate space to the kindergarten movement as we have known it, but here we merely call attention to the fact that the Century Company, New York, has recently published "Pioneers of the Kindergarten in America," prepared by an editing committee, Caroline D. Aborn, Catherine R. Watkins and Lucy Wheelock, representing a committee of nineteen. It is a book of 300 pages and gives the life and work of twenty eminent "Pioneers of the Kindergarten in America." No other functioning of progressive education in America has had as satisfactory a summary of its activities, creators and promoters as is provided in this remarkable volume, authorized by the International Kindergarten Union.

Every friend of educational progress in any line of endeavor will read this book or admit that she has no interest in the forces or personalities which have given the America of today its scientific atmosphere. "Pioneers of the Kindergarten in America" is to progressive education what the "Herd Book" is to pure blood livestock, which no lover of any pure breed would be without.

THE HALL OF FAME

The Hall of Fame, New York University, established in 1900, adds to the lists every five years. The committee on selection for 1925 has been appointed. No one can be enrolled who has not been dead at least ten years.

In the first selection there were twenty-eight entrants. The seven statesmen were Washington, Lincoln, Webster, Franklin, Jefferson, Clay, John Adams.

The four authors are: Ralph Waldo Emerson, Henry Wadsworth Longfellow, Washington Irving and Nathaniel Hawthorne.

The three soldiers and sailors are: Ulysses S. Grant, David Farragut, and Robert E. Lee.

The three lawyers and judges are: John Marshall, James Kent, and Joseph Story.

The three preachers and theologians were: Jonathan Edwards, Henry Ward Beecher, and William Ellery Channing.

The two philanthropists and reformers were George Peabody and Peter Cooper.

The two scientists were James Audubon and Asa Gray. The one educator was Horace Mann.

In 1905 there were ten entrants. The three statesmen were: John Quincy Adams, James Madison, and Alexander Hamilton. The two authors were James Russell Lowell and John G. Whittier. The two educators were Mary Lyons and Emma Willard. The two scientists were: Maria Mitchell and Louis Agassiz. The one soldier was William T. Sherman.

In 1910 there were ten entrants. The largest number were authors, Harriet Beecher Stowe, Oliver Wendell Holmes, Edgar Allan Poe, William Cullen Bryant, George Bancroft and John Lothrop Motley. The preacher was Phillips Brooks. The reformer was Frances E. Willard. The statesman or ruler was Andrew Jackson.

In 1915 there were seven entrants, and no two of a class. The educator was Mark Hopkins. The author was Francis Parkman. The inventor was Elias Howe. The scientist was Joseph Henry. The lawyer was Rufus Choate. The explorer was Daniel Boone. The dramatist was Charlotte Cushman.

In 1920 there were seven entrants and no two of a class. The author was Samuel Clemens. The engineer was James Buchanan Eads. The statesman was Patrick Henry. The surgeon was William T. G. Morton. The painter was Augustus Saint Gaudens. The preacher was Roger Williams. The educator was Alice Freeman Palmer.

Ernest C. Witham has arranged and J. L. Hammett Company has published a leaflet, "The Hall of Fame Test." The tentative standards out of the sixty-three are: For High School seniors, 40; for High School juniors, 35; for High School sophomores, 31; for High School freshmen, 28; for eighth grade, 25; for seventh grade, 22.

FROM ABSURD TO BEAUTIFUL BOOKS

A. E. WINSHIP

[Reprinted from the Journal of Education, June 24, 1909]

I have a copy of the first edition of Noah Webster's Dictionary, A Compendious Dictionary of the English Language, by Noah Webster, Esq., 1806.

I also have a copy of Webster's International Dictionary, copyrighted in 1891, eighty-five years later. I present herewith photographs of the two dictionaries. The contrast is much greater in the books than appears in the picture, but it is sufficient here, showing as it does the growth of the dictionary in eighty-five years.

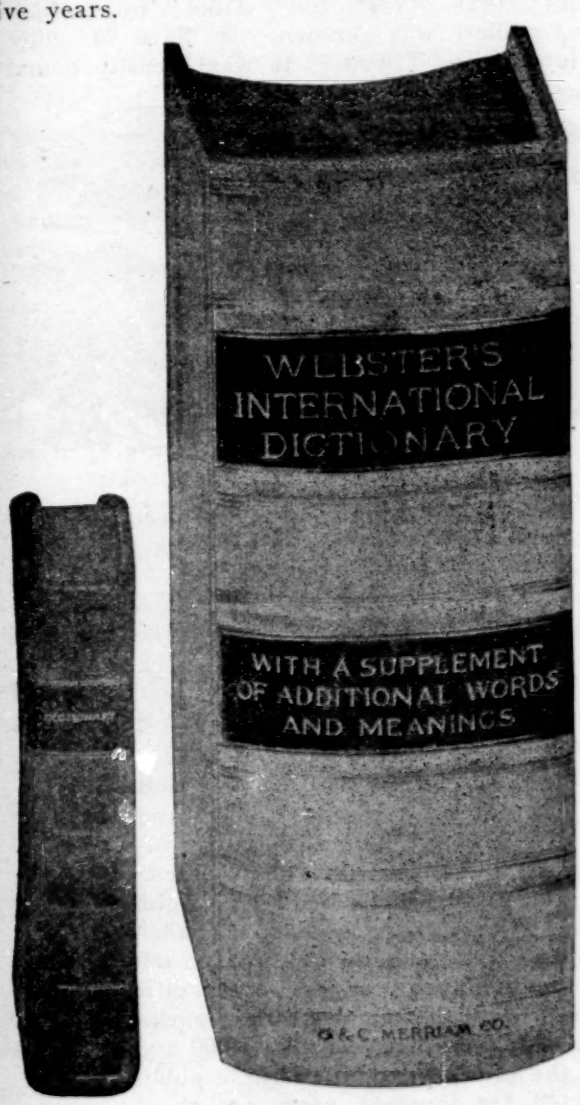

FIG. 1.

There has been no greater advance in the United States in 100, in fifty, or in twenty years than in the schools.

There has been no greater improvement in the schools than in the textbooks.

Educational progress, in inception as well as in evolution, has been almost exclusively through educators, and almost never from outside.

The change in schoolbooks in seventy years is as great as in any phase of American life. The automobile is no higher above the chaise of that day than is the geography above that of those times. The modern sewer system is no greater improvement over that of 1840 than the examples and problems are better than in those days. The electric light is no farther removed from the tallow dip than the best primers of today are from those of seventy years ago.

THE HORRORS OF THE OLD ARITHMETIC

In arithmetics, up to within seventy years, the problems were such as would not be tolerated today. Here are some taken at random from some old arithmetics, mostly in my own library, many of them in general use as late as the 'forties:—

Examples on lotteries are common.

If 9 cats have killed 18 birds, how many has each killed?

If a cat divides 4 birds between 2 kittens, how many will each kitten have?

There are very many problems of cats killing birds!

A skunk went into a barn, where he found 3 nests; one had 7 eggs, another 8, and another 3; from each nest he ate 2 eggs. How many did the skunk eat?

It is an exceptional page that does not have problems on beer, ale, wine, rum, gin, or brandy. Every child had to learn the table of "wine measure," also of "ale and beer measure." No other commodity was in such universal use in arithmetics as intoxicating liquors.

But the worst feature of the arithmetics was the love of bloody incidents. There was a gruesome fondness for ghastliness with the schoolbook makers. An arithmetic first issued in 1831 and in use long after has most of these problems:—

One hundred and nineteen persons died from drunkenness in New York, and 137 in Philadelphia. How many in both?

A man had 7 children; 2 of them were killed by the fall of a tree. How many had he left?

Threescore and ten kings had their thumbs and their great toes cut off and gathered under the table of Adonibezek. How many thumbs and toes were under Adonibezek's table?

A person was 17 years of age 29 years since, and suppose he will be drowned 23 years hence; pray, in what year of his age will this happen?

A human body, if baked until all the moisture is evaporated, is reduced in weight as 1 to 10. A body that weighs 100 pounds when living weighs how much when baked?

HORRORS OF THE OLD GEOGRAPHIES

The geographies vied with the arithmetics in repulsiveness. Indian massacres are common. Selling female slaves is an attractive picture to authors. Slave catching in Africa is another delectable experience. Of course bull fights are a necessity. Prosecutions of early Christians with burnings at the stake are in order.

Not only were the geographies until within sixty years filled with silly things to learn and horrible pictures to see, but the language was ridiculously grandiloquent, as, for instance: "Everything in the universe is systematical, all is combination, affinity, and connection. The beauty of the world is founded in the harmonious diversity of the beings that compose it; in the number, the extent, and the quality of their effects, and in the sum of happiness which it is capable of affording."

SOME SAMPLES

I am presenting herewith pictures taken at random from a sample geography in very general use less than seventy-five years ago.

Figure 2 is the picture of a wolf killing an antelope. Practically every geography has some such picture as this.

Figure 3 presents the horrors of an earthquake. It was the universal custom to represent death and human anguish in connection with earthquakes and volcanoes.

Figure 4 presents a boa constrictor killing horse and man in a horrible manner. This picture, or a companion piece thereto, was in most of the old geographies.

Figure 5 represents a widow prepared to be burned on the funeral pile of her late husband. This "geographical" fact seemed to need graphic illustration.

Figure 6 represents a human being prepared for sacrifice in connection with a religious (?) service in a heathen country. Near by are piles of human skulls of former sacrifices.

All these are merely suggestive of the taste in good book-making seventy years ago and more.

TEXTBOOKS INDISPENSABLE

Textbooks are now so numerous and abundant, and are thrust upon us on every hand so freely, that one never thinks of the condition of life if there were none.

It was such a condition that led to the birth of American schoolbooks. Prior to the War of Independence, practically all textbooks in use in the American schools were made in England. But when our fathers declined to use imported tea and went to war over it, they would not import schoolbooks. For a time the children who went to school used the books that older children had used, but by 1780 this supply had run out, and one of the hardships of the war was the necessity of having schools without textbooks. Object teaching or oral teaching is all very well by way of diversion, but as a steady occupation is impossible; at least, the schoolmasters of 130 years ago found it so.

NOAH WEBSTER AND HIS SPELLER

Noah Webster taught school during the Revolutionary War. Indeed, but for the war he would not have taught school, if he had not taught he would not have made a spelling book, and if he had not made the speller he would not have made a dictionary. But for the war he would have completed his college course and been a lawyer; at least, that was the plan of his well-to-do father. But the war ruined his father's business, and the son had to earn a living, so he taught.

Because he had no spelling book and could get none, he made one. He called it "First Part of the Grammatical Institute of the English Language," and for twenty years that was the name by which the speller was known. I have a copy before me as I write. It was literally bound

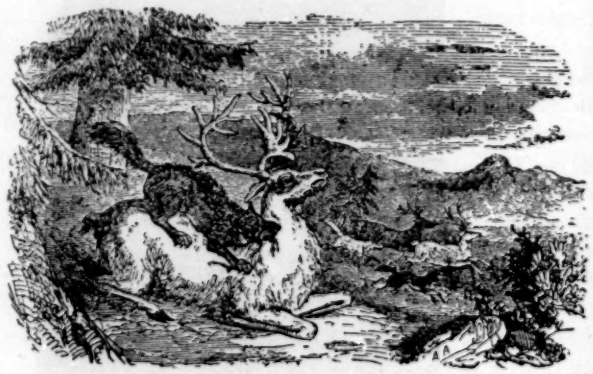

FIG. 2. WOLF KILLING ANTELOPE

in boards. Each cover is a piece of thin shingle, 4 × 6¾ inches. It was a wonderful book in those times. Before he died there had been sold more than 24,000,000 copies of this speller. The last year of his life the sale was more than a million.

The profit from the spelling book enabled him to spend years in the preparation of his dictionary.

SELLING SCHOOLBOOKS 100 YEARS AGO

It is not easy now to understand the way they sold books before the days of railroads, steamboats, and express companies. For instance, Mr. Webster sold the right to print and sell his spelling book in Philadelphia, New York, Albany, and Boston, and no one objected to the publication in the other cities, as the books never found the other markets. As a rule they paid Mr. Webster $3,000 a year apiece for the privilege. One of these publishers contracted for fourteen years for the lump sum of $40,000.

AN AUTHOR'S TROUBLES

There were envies and jealousies in those days, and Mr. Webster had his share. The newspapers made much fun of him, which was not at all to his liking. Because of the pretentious title of his book he was often spoken of as "Dr. Grammatical Institute." One editor did this in so offensive a way that Mr. Webster challenged him to a duel, which the editor declined on the ground that "Dr. Gram-

matical Institute" ought to be content to use the "English language" as a weapon.

When we think that book controversies are fierce today, it is well to remember that there are now no duels threatened.

VALUE OF SCHOOLBOOKS

Nothing has done so much for the betterment of our schools as the better schoolbooks.

The improvement in the training of many teachers has done much for the advancement of the schools, but even now, in the United States as a whole, half of the teachers have had no professional training or more than a common school education. Fully 200,000 teachers have had no adequate education, and must depend upon the textbooks for information and processes.

THE ONLY BETTER FEATURE

The only feature of the American schools that is everywhere better than of old is the schoolbook, and there is nowhere in use a book as bad as the best in common use seventy years ago, with the exception of the school readers for the higher grammar grades.

There are still tens of thousands of miserable schoolhouses. There are a quarter of a million old-fashioned, indecent, immoral outhouses in use by school children in the United States. But there is not a school using textbooks with problems and illustrations such as were in general use seventy years ago.

FIG. 3. HORRORS OF EARTHQUAKE

However little the teacher may know and however poorly she can teach, the children have schoolbooks for their daily use with abundant information, attractive literature, skilful processes, and beautiful illustrations.

SIGNIFICANCE OF QUALITY

It is no more necessary that the school have textbooks than that it have the best books. There is great excitement the world over, today, as to the purity of the milk supply. In a recent famous pronunciamento on the milk problem is this initial statement: "Milk is the one essential human food," which the writer proceeds to demonstrate. There are anti-meat-eating classes, anti-coffee people, anti-liquor people, but there is not a milkless people or an anti-milk fad in all the world, and there will never be.

Just as truly there is not, has never been, and there will never be, a bookless school. In one form or other the civilized world has had something besides nature and the human voice when it has attempted to educate the masses.

The textbook is to the school what milk is to the diet of the race, indispensable.

Books without teachers may educate.

Teachers without books there are not.

The best thing that the school does for a child is to teach him how best to use the textbooks.

"On good milk we wax mighty. On bad milk we dwindle. Unfortunately this universal food is one of the greatest breeding grounds for the bacteria of disease and death." By attention to the milk on sale the death rate of children has been reduced one half in many cities.

So on good books a child may wax mighty, but on bad books he may dwindle, and unfortunately books may be the breeding ground for immorality and moral depravity.

Sometime we may wage as earnest a warfare for good books as for good milk.

Children do not learn to read good books by being told to read them, nor by being preached at about reading, but by reading them in such a way as to enjoy them until the habit is formed. Well made, beautiful books, embodying good literature, have already greatly improved the reading habits of young people.

THE NEW BOOKS

It is impossible to represent or describe the best new books.

They are sold for a less price than the miserable books of the olden time.

They are beautiful and highly artistic. The maps and charts are works of art. They are clean and wholesome. They are accurate as to information. They are literary. They are interesting. They are easily taught and from them the child learns readily.

You are so accustomed to the beauty and utility of the modern book that you do not appreciate the significance as you would if you could see the old and the new together.

No legislation in any state has ever tended to improve the quality of textbooks, if we except the legislation regarding scientific temperance books. Much legislation has been directed to the cheapening of schoolbooks. No politicians have ever tried to get better books, but they have often tried to get poorer books. Non-educational business men have not advocated better books. The miscellaneous public has been silent as to this improvement.

All this transformation has come from teachers, superintendents, and publishers whose lives have been distinctively devoted to the cause of education.

Because a publisher knows that his books must run the gauntlet of the keenest critics in the world, at the hands of his rivals, he has sought the best manuscripts. No political pull, no per-

sonal favoritism, signifies when a publisher seeks an author for a textbook to compete for the market of the schools.

When a publisher finds a man or woman with a promising manuscript, he spends a large

FIG. 4. BOA-CONSTRICTOR KILLING HORSE AND MAN

sum on the editing of it that perfection may be approached. The editorial department of a first-class educational publishing house is most costly, requiring men and women of high scholarship, wide knowledge of the best books, and noblest educational ideals, with both skill and art in the making of books. The best possible author's manuscript is modified and enriched under the magic touch of skilled editors.

All the wisdom of publishers and successful agents and the editorial force is added to the results of the most brilliant author.

THE IDIOCY OF POOR TOOLS

One of the worst enemies of the schools is the cheap politician, in the profession and out, who would substitute the cheapest kind of a book for the best, who would put the poorest tools in the hands of the workman.

No carpenter, blacksmith, shoemaker, machinist, dentist, barber, or other worker in line of competitive skilful work will for one moment tolerate the theory of using cheap tools. How long would a barber keep in business if he should use the cheapest razor and soap that he can buy? And that would be vastly more sensible than to use cheap tools on the mind and character of children.

No mechanic is so skilful that he can do good work with poor tools, and no teacher is so well trained that he can do the best work with poor books. The "Mark Hopkins on the end of a log" story is good for effect, but it has slight value when it comes to talking of a teacher with a class of fifty children in a grade when she has but one year with a class and all sorts of subjects to be taught. Then the books that the child has in hand five hours a day, which he reads and studies, and through which he thinks, and by which largely he is educated, play an important part.

Legislatures everywhere are passing laws requiring steam and street railway companies to use better appliances of all sorts for the protection of life and limb and for the health and comfort of their employees and passengers. In the same way they are requiring mill owners, factory managers, storekeepers, hotel proprietors, and others to spend more money in their equipment, and some of these same legislatures pass laws demanding that poorer books shall be put in the hands of children and teachers.

Where in all human history has there been anything quite as idiotic as this?

THE WICKED ATTACK ON PRICES

The only excuse offered for the political claptrap of the legislatures that have indulged in this species of buncombe is the cost of good books. Because a man can make a cheap

FIG. 5. WIDOW PREPARED TO BE BURNED ON THE FUNERAL PILE OF LATE HUSBAND

book for a trifle, they insist that a good book should be sold at the same price.

You can buy carnations on the city street on a Saturday night for ten cents a dozen when the florist charges fifty cents, and they may have come from the hothouse of the same florist, but the ten-cent carnations will not survive the night, while the others will last a week. When a man has a good (?) thing to sell "very cheap" you may be sure that he knows that it is worthless.

You can buy a good-looking suit of clothes, or hat, or shoes, for a trifle, but you always pay more than a thing is worth when it is "very cheap," and rarely more than a good thing is worth.

You can never get a special discount on any standard goods, but you can get damaged goods at your own price of any manufacturer.

Whoever insists upon paying a low price will buy damaged goods, whether it be in schoolbooks or groceries.

Sterling goods are never auctioned off to the lowest bidder.

The value of a scythe, knife, or razor is never fixed by the market price of steel.

The value of a suit of good clothes is never fixed by the price per yard of miscellaneous cloths.

The value of a watch is never determined by its ability to keep correct time for the first month.

It is the make of the scythe, knife, and razor, of the suit of clothes and the watch, that gives it value.

What is behind the knife, the suit, and the watch?

A wise man buys the things that need no guarantee, for the maker is worth infinitely more than a guarantee.

You can always tell at sight a man who buys damaged goods.

You cannot buy good milk at a low price. You pay for disease germs, and you get them if you buy the cheapest milk.

Nowhere is it so wicked to buy damaged goods and pay the price of irresponsible parties as in the case of schoolbooks, from which a child's intellectual and industrial reading and culture habits are formed.

THE PATENTED ARTICLE

The man who should try to dodge using patented articles because of their extra cost would be too big a fool to be appropriately characterized. You can find him, but he is far from the trail of modern civilization.

No man can run a farm or have a mill without using patented machinery and paying the price. No one can have a comfortable home, or read a paper, or do anything well without paying, directly or indirectly, for the use of patents. There is no man who respects himself, to say nothing of being respected, who lives to dodge paying, directly or indirectly, for patents, and the patent that has most enriched the owner is the one that every

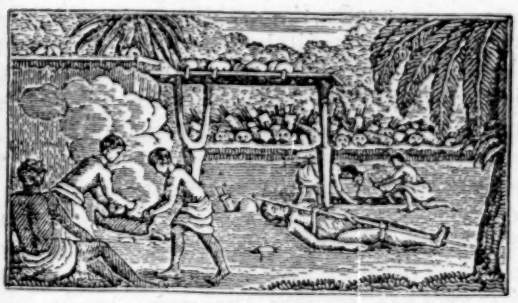

FIG. 6. A HUMAN BEING PREPARED FOR SACRIFICE IN CONNECTION WITH A "RELIGIOUS" SERVICE IN A HEATHEN COUNTRY, WITH PILES OF HUMAN SKULLS OF FORMER SACRIFICES

enterprising man in that line uses. The Deere plow, the McCormick reaper, the Fairbanks scales, are standards. They have been covered all over with patents to keep them up to date. A good schoolbook is what it is because it is patented (copyrighted), and therefore it has justified the publishers in perfecting it and in promoting it.

DEBT TO THE PUBLISHERS

Here is an open challenge to anybody, in any arena, to discuss the simple proposition that the public school owes more to the publisher than he owes to the schools. The public debt to the publisher is beyond estimate.

PROFIT NOT FABULOUS

Although the schoolbook market is large, and the sale of books great, there is not, and there has never been, a very rich man as the result of the book business. Look over the very long list of millionaires, and the publishers are not there. Look for the men who have soft snaps so that they can take life easy and pay no attention to business, and the publishers are not among them. Every publisher is a hard-working man. He has to be. There is nowhere any monopoly. He has to fight for every introduction he gets, for every manuscript he secures, and for the perfection of every book. There is no other large interest in America that makes such a demand of continuous, brainy effort upon every one connected with it as in the schoolbook business.

RELATIVE COST OF BOOKS IN EDUCATION

The most dangerous trick of the politician is to misrepresent the relative expense of schoolbooks. The danger lies in the fact that it is the one feature that enlists the enthusiastic support of really good people and honest reformers. There are people, good and honest, who think that the burden of education is the textbook expense.

THE LIE NAILED

Here are the plain, indisputable facts:—

The entire cost of schoolbooks for the public and private school pupils of the United States is less than $12,000,000. The average cost of elementary books per pupil in the United States is less than $1 a year each.

In the most progressive states the cost never reaches $2 per year per child in the elementary grades. The cost of schoolbooks in elementary grades does not average three per cent. of the cost of education per pupil.

The schoolbook is a highly important feature of a child's education. Its quality is of chief interest, since it is this book which he handles and from which he gets much of his education. And yet all of his books for the eight years cost less than three cents for every ninety-seven cents paid out otherwise for his education.

REAL FIGURES.

The total cost of the schools of the United States is $442,000,000, and of the textbooks, $12,000,000, or .027 of the cost is for books.

There are 19,000,000 children in the schools. These are non-supporting. They cost on the average for board and clothes $50 a year, or a total of $950,000,000, which, added to the direct cost, makes $1,392,000,000 per year for the education of the children of the United States, and of this the books are less than one cent on a dollar. The entire cost of elementary schoolbooks in Chicago is less than a quarter of a million dollars a year, and in the entire state of Illinois about half a million, and yet irresponsible people talk of saving $2,000,000 a year on elementary schoolbooks in Illinois!

THE NONSENSE OF IT ALL.

It is a rare home that does not spend more for a child's Christmas toys than for his schoolbooks; more for his valentines and firecrackers than for his schoolbooks; more for

the circus and moving picture shows than for schoolbooks; more for his ball, bat, glove, tops, and marbles than for his schoolbooks; and yet the thoughtlessness of the people makes them the prey of political shysters, on the one hand, and of misguided reformers on the other.

WHEN?

When it is realized that the complete result of schooling depends quite as much upon the quality of the books used, the tools in the hands of the teacher, as it does upon the teachers themselves, it will be seen how vital and far-reaching is the parsimony which leads to the use of poor textbooks, and how tremendously wasteful and absolutely wicked it is to put into the hands of teachers and pupils dull and inefficient tools with which to do their work. Then they will see that the bane of politics and the false cry of economy has nowhere worked greater harm than in trying to make textbooks poorer.

THE PRICES OF SCHOOLBOOKS

Are they too high in comparison with other manufactured articles?

Are they too high in comparison with the prices of articles protected by patent and copyright?

Schoolbook publishers without agreement with one another have fixed the prices of their output on the basis of cost to manufacture, which includes editorial and manufacturing supervision, plus overhead charges, plus selling cost, plus discount. The prices so fixed will not differ materially, one publisher's prices being compared with another's. For instance, first-grade reading books containing expensive illustrations and choice reading matter are sold at substantially the same price by all publishers. The same is true of geographies, histories, arithmetics, algebras, physics, chemistries, geometries, and other high-school books.

There is not now, nor has there ever been, any understanding or agreement between the publishers by which prices of schoolbooks have been fixed and adhered to. The schoolbook trade has always been controlled by a very able body of business men. Competition between them has been keen and sometimes almost fierce. In the absence of agreement to keep up prices, it would be easy for a given publisher to cut his, if in view of the cost of production, overhead, selling cost and discounts, he could cut safely. The reason he hasn't cut is because he knew he couldn't stay in business if he did.

In comparison with the selling price of other manufactured articles unprotected by copyright or patent, the prices of schoolbooks are no higher to the consumer than the prices of such articles of manufacture. Take, for instance, the chocolate candy business. A pound of chocolate candy will retail at from seventy-five cents to $1. The cost of making a pound of chocolate candy isn't over ten cents. A package of chewing gum, retailing at five cents, costs less than one cent. A quarter of a pie, sold in the restaurant at fifteen cents, yields the proprietor for the whole pie sixty cents. The cost of making that pie is from five to six cents. A pair of shoes that the retailer sells at $5 cost $2 to manufacture. The manufacturing cost of a hat sold at $5 is about $1.75. This list could be multiplied to any length.

The gross profit on a schoolbook is the difference between the manufacturing cost, plus royalty or copyright, and its selling price. That is to say, after the editorial work has been done, the book set, and the plates made, after the illustrations have been drawn and the engraving done, after the cover dies have been prepared, after the manufacturing supervision has been paid for, then gross profit is determined by figuring the exact cost of paper, printing, and binding, to which cost royalty is added. This manufacturing cost, subtracted from the net amount received from the sale of books, yields the gross profit. Now out of that gross profit the publisher must take the interest on his capital, his rents, his insurance, salaries of his office people, the cost of supplies used in the offices, which include typewriters, adding machines, billing machines, and everything else that is needed to handle the business secured. He must subtract the cost of selling; he must subtract the exchange allowances for old books, cartage, expressage, freight, postage, and a hundred other items. This expense reduces the gross profit so that the net profit in the schoolbook business is 10 per cent. or less on the capital invested.

If the boards of education or children of the country would come to a manufacturing plant and lay down their money for the schoolbooks at the cashier's window of that plant, certain prices would be possible. The publisher, strictly speaking, would not be a publisher, but would be a manufacturer and content with a manufacturer's profit. If the people of the country could all go to the shoe factories and could fit themselves, handing over their money to the cashier, they could obtain their boots and shoes at manufacturing prices; but this is not the way business is done.

A schoolbook publisher expends a great amount of his energy and cash in securing manuscripts, experimenting with books, illustrations, typography, and binding, and placing on the market books which represent various educational ideas. Some are successful, some are not; many are failures. But the public get the advantage of this experimenting, and often out of this enterprise of the publisher some superb book or series makes its appearance which is of great value to the country at large, and has a wide and permanent sale.

The agent of the publishing house goes to

boards of education of cities and towns, presents his books, brings to general attention their good qualities, and supplies them to the educational departments or booksellers of such cities and towns at a fair profit above manufacturing cost. The users of schoolbooks save the trouble and expense of getting to the manufacturing plant, the agent bringing the ripe product of the manufacturer to the schoolhouse door, because the schoolhouse cannot go to the publisher. Just as the buyer of a pair of shoes pays a profit to the retailer close at hand, instead of spending many times more than that profit in traveling to the shoe-manufacturing plant, so the consumer of schoolbooks pays a reasonable profit for a similar and even a better service.

Again, a schoolbook is a copyright article. It is an original product of the author's brain, and in this country, as in all civilized countries, authorship is protected and encouraged by copyright as inventions are by patent. The typewriter, the billing machine, the adding machine, the sewing machine, and hundreds of other mechanical devices in daily use are sold at what appears like a large profit over manufacturing cost. This is caused by the fact that the government has thrown around these articles a protection which encourages the use of brains. While authorship of schoolbooks is protected by copyright, the profits are far less than is customary upon patented articles.

Finally, out of the publisher's gross profits must be figured another item which the public knows little of; namely, the loss on books that are failures. If the educational public were not so critical and desirous of the best, it would take any kind of a schoolbook that the publisher might turn out, and thus the loss on poor books could be wiped out. But under present conditions, only the best books survive, and the loss on experimental, doubtful, and unsuccessful books is a heavy item for the publishers to bear.

GENIALITY

ALFRED OSMOND

Head of the English Department of the Brigham Young University, Provo, Utah.

If plausive manners and a pleasant smile
Are absent from the sterner teacher's creed,
His discipline may prosper for awhile;
But he should know that teaching, gone to seed,
Deprives the youthful nature of a need
More precious than the richest gifts of learning,
And causes it to foster and to feed
The thoughts that reprimand the normal yearning
For native forms of joy that cheerfulness is earning.

Be pleasant, if you wish to be a man
That children learn to love and understand.
The verdant vales through which the river ran
Receive the blessings of the Promised Land.
And so in life I know the little band
Of pilgrims that are seeking after truth
Will find, without the stern and harsh command,
If one who knows and loves the life of youth
Avoids becoming sour, because it is uncouth.

Be genial and radiate the cheer
That makes of life a blissful, summer dream,
And banishes the ghastly ghosts of fear
That haunt the dark and melancholy stream.
What lakes of life do not reflect a gleam
Of sunshine from the life that is to be?
The meanest men are better than they seem
To aching eyes that have been trained to see
The sorrows of the slaves and follies of the free.

Be genial, and in your heart of hearts
The seeds of happiness will sprout and grow,
And angels of delight with flaming darts
Will save you from the demons down below.
The rivers of your grief will cease to flow
And faith will fashion for your life a crown
That freshens when the winds begin to blow
The gorgeous palaces and temples down
Of those who lived and loved for glory and renown.

BIOLOGY'S CONTRIBUTION TO EDUCATION

R. C. CLARK

Instructor in Biology, State Normal School, Whitewater, Wisconsin

Biology is the Science of Life. Education is the art which controls life. Thus the two great sciences of education and biology are intimately associated. Biology seeks to know the truth of living things; education seeks to control those living things. These great fundamental truths of science must become the ideals of a people through the agency of the educational program. What are the classroom truths and precepts of this generation become the dynamic philosophy of the next generation. The concern of our civilization is that it shall endure and progress; that its ultimate goal must be human happiness and efficiency. Thus you realize that society seeks in you, the educators of America, that potential force which must shape the ideals of the coming generations. No less is the responsibility of science, in that it must furnish you with facts and truths that are workable, reliable, and unquestionably beyond the spirit of prejudice or dogmatism. In reality then our obligation to society is mutual and must become as nearly reciprocal as possible. If our civilization wanes and hesitates because its two greatest factors cannot work together harmoniously, we must take the blame.

Scientific thought and ideals must always be years ahead of the adoption of those truths into a definite educational program. The experiments, the research, the proving grounds of science must be so exact that when the final results are collated they must be given you with that supreme confidence that when placed into your programs, they will give you the results you have a right to expect. Now your control of life is so vast and the results of your programs so momentous, that any change in policy or ideals is accompanied with no little concern on your part. In short you determine the very trend of human evolution. What you think and say and do about life is the most important thing in the whole world. Since, then, every act of yours is so freighted with such incalculable human interest, such momentous importance in the future welfare of our race, it would seem that you would be waiting with bated breath and pleading eyes any new light which biology could give you into the very nature of human life.

If your social organizations, your governments, your educational systems, become so complex as to transcend the ability of the organic body to endure the superload, then Nature, herself, will wreck the very civilization which we have so carefully and patiently built up.

Your great systems of education have early recognized the need of inculcating the fundamental truths of the Ten Commandments, the Golden Rule and the Sermon on the Mount, but you have been a bit over-conservative about accepting that great volume of new truth that God has revealed through the telescope, the microscope, the test tube and the statistician's curves. Yet these instruments have not only added a new and enormous range of information but have made imperative a new code of conduct and a revision of the practices of our old ones. The Good Samaritan bound up his fellow-traveler's wounds, but doubtless left them full of microbes to kill him later. It is a precious admonition to give your enemy a cup of cold water. But our new code insists that it be free from bacteria to leave its deadly aftermath. "Multiply and replenish the earth," was a divine command and consistent in its day, but today Science asks: "What kind of multipliers are you using?" Your own imagination freed of prejudice will easily suggest that the code of ethics of a single tribe will not suffice for a world people. You know far too well, also, that those who multiply fastest, have the greatest difficulties when problems of addition and subtraction are presented to them. The biologist is vitally concerned with what kind of stock the earth is replenished with. Thus biology has made imperative a new conscience. These vast revelations of truth must supplement and explain the "so called" simple ethics of the Master. This new code will not come to you with imperative demands or dogmatic edicts, but will be as flexible as nature itself. It will bring its warnings of penalties and dangers for the transgressor; it will likewise give alluring promise to the obedient. Thus the central thought of this paper can be stated in a single sentence: The social use and moral control of that vast field of new knowledge thrown up in the living organic sciences of the last generation becomes the central issue of the educational program of this generation. We have conceded to you the great controlling agencies of human life. The kind of statesmanship, leadership, citizenship of tomorrow will be the product of your hands wrought upon the materials furnished you by the spirit of the new science. Thus fact and truth rather than prejudice and sentiment become the guiding spirit of our new day.

We shall present five assertions for your consideration.

First: The intelligent portion of American population is going backward. Following are a few of the facts upon which this assertion is based. Our social standards and organizations have become too complex; microbial diseases are the by-products of our civilization; the physical body of man is not advancing; man's ability to resist disease is decreasing; weaklings and imbeciles are increasing at an alarm-

ing rate; functional neurosis is increasing; Bright's disease, diabetes, cancer, etc., are increasing; leaders and genius are decreasing. You will recall with shocked surprise the embarrassing fact that more than 40 per cent. of our picked youth were unfit for service in the World War. The same was true in England. During the last decade more than four million mental tests have been made on school children and college students. Deducting from these records and reports of actuary insurance companies, Robert Yerkes gives the following interesting figures: 50 per cent. of our population does not have sufficient intelligence or physical endurance to finish the high school; 20 per cent. of them could not get beyond the fifth grade; 10 per cent. make moderate college records, and only 10 per cent. show that intelligence and endurance to do constructive and creative thinking in any field of independent thought. Native intelligence is subject to very little increase by education. Proficiency in its use is enormously increased however. The important concern, then, of our educators is not the 80 or 90 per cent. of common intelligence, but the 10 per cent. of superior intelligence. Not that the majority should be given less attention, but that the minority shall have the benefit of a constructive program so that their superior qualities may be intensified and not dissipated by the intermixing of inferior stock. Mixed races are a menace to popular government. America's great "Melting Pot" has been a costly social experiment, and disastrous to the welfare of American democracy. The fine Nordic elements of our native stock are being bred out by the infusion of cosmopolitan races. It is one of those sentimental nebulosities to contend that mixed races add vigor to a people. History has yet to demonstrate such a fact. Equally embarrassing is the fact that great leaders do not come from this mixed common stock. Greece has been praying for the return of her great leaders for 2,000 years, but they come not. The blood lines from which they came were buried in the enchanting ruins of Athens and Sparta. Their native intelligence was dissipated by the infusion of many people. Spain likewise has been calling for three centuries for those great world characters who gave her a dominant place in world affairs. They were buried when the royal blood of leadership was mixed with the common heritage of a barbaric people. The same is true of Rome; of Babylon; and all other great civilizations. Where is the great religious leadership of Judea? It is scattered to the four corners of the earth and dissipated by infusion of every race in the world. To ascribe the fall of any civilization to moral decay and social corrruption is one of sentiment rather than fact. In every case the social overload, the complex standards of living, and the infusion of the inferior blood have demoralized the blood lines that furnished the great leaders and Nature exacted the toll which always results when any race disobeys her laws. The wholesale rise of the masses to power in government is fraught with serious consequences. Statesmen do not come in that way. Do you realize that the present national disgrace that is being staged at our national capital is the product of mass leadership? Corruption in our body politic is rampant because of the dearth of real leadership. This has undermined public confidence. You are crying aloud for real statesmen to vindicate our national pride, and demonstrate the superiority of a free democracy. You will find those leaders, if they are to be found at all, in the homes of the 10 per cent. of the superior elements of our civilization. A glance at the pages of our early national experience will convince you of this fact.

A second assertion: Heredity and not environment is the chief maker of men. Let us think carefully on this. To the minds of many educators this thought has little significance and yet when the final judgment of truth is pronounced there is no greater basic error than to place undue emphasis upon social environment and culture as the agencies that will improve the race. The differences in men are due to the source of their origin rather than the chance of their environment. The ugly duckling was born in a duck pond, but it came from a swan's egg. We have built up great systems of animal breeding upon this fundamental basis, but we lack sufficient intelligence to apply these known truths to human life. Society is not the result of education, culture, and wealth, but is the product developed from our potential inborn characteristics. Slums do not make degenerates, but degenerates make the slums. The church does not make people potentially and basically good, but good people make the church. There is a luring belief that incompetency is merely repressed genius; that geniuses are legion only waiting to be called out by opportune conditions. Thousands of pages of inspirational literature have been written spreading the doctrine that any person can make of himself whatsoever he desires to be. This has a wonderful value to a few potential geniuses, in order to awaken their ambitions and develop their latent talent, but is of little value to the masses as a whole. Its chief value is that it will sift out the geniuses and give society an opportunity to use them, and will show the other group the fallacy of striving for the unattainable. Such nebulosities occasionally find expression in educational programs. No system of ethics or training ever put brains into empty skulls; no college education ever made a fool, it has developed some, however. Is there no significance in the following facts? The Edwards family gave to our civilization 1,400 public servants from 1,400 members and not a single social derelict in that family line. The Ishmaels and the Jukes and

the Kalikaks gave to society 15,000 social derelicts and not a single college graduate or individual of outstanding social worth in the group. Their family blood lines have cost the state of New York one and a half million dollars in penal and charitable institutions to care for them. Intelligence and leadership are inherited and not the product of environment. Great national leaders are made at the marriage altar; it is there that you make or unmake potential men. The social environment and classroom simply develop these potential qualities: they add nothing to the heritable characters of the race. The Pilgrims landed on a bleak and barren shore, surrounded by a wilderness. Their schools began at once to train their potential qualities. Their descendants gave us our national leaders for 150 years. Contrast this with the colony of convicts which England sent to Sydney, Australia. Their chances were infinitely better than the Pilgrims', and yet in 150 years they have succeeded in building the slummiest slums of any city in the world. Wherein lies the difference? Your answer is in the potential qualities. No nation can rise by heredity alone nor by environment alone; but many educators have proceeded on the theory that environment was all important and that heredity mattered not at all. Each factor must have a balanced consideration; and not until then will our Western civilization reach its potential possibilities.

The third assertion is even more deluding in its significance. Charity and philanthropy as now administered are not improving the human race but hastening its deterioration. It is a statement we hesitate to make, for fear of criticism, but when facts present to us undeniable truth, biology must not hesitate or waver for fear of criticism or censure. Biology does not ask for less charity. It simply insists that our charity of the heart be supplemented by the clarity of the head. That to our fine spirit of sentiment we add intelligence in its administration. Regeneration of human life does not come from coddling the incompetent, it must come from subsidizing the fit. From one-fourth to one-third of our taxes, outside of roads, goes to take care of defectives and the socially dependent. Within twenty miles of my own home is an institution costing the state of Illinois four millions of dollars. It was barely completed before its capacity was taxed to the limit. In order to make room for the worst, the better cases were given their freedom only to add greater numbers in the next generation. We have brought in millions of immigrants during the last two generations to develop our natural resources. They have contributed six times their normal quota to our charitable and penal institutions. Not only have they added immensely to our social burden, but their intermixing with our native racial stock has dissipated our own latent intelligence. For you must remember that the great leadership of this country in statesmanship, invention, and education came from the fine Nordic elements of our early settlers. Have you forgotten that moral as well as physical characters are strongly inherited? "Like father like son." Add to that the fact that these degenerates reproduce more freely than the highly intelligent sections of our race and you see the significance of our misguided charity. Can you develop your natural resources by polluting at its very source your greatest national asset—the blood of your people? In the combined goodness of heart and ignorance of biological truth you deceive yourselves that these institutions are ends toward civilization and betterment, when in reality they are only a refuge for the products of a wrong and misguided charity. Our modern states show that these institutions are simply supported to take care of a few degenerate blood lines. The grandchildren are there, only in larger numbers than their grandparents. Unless charity is directed differently and its methods established on a recognized biological basis, you will reap the whirlwind of your socially disastrous charity.

The fourth assertion is also of similar character: Medicine and hygiene are factors contributing to the general weakening of the race. Vast sums of money are spent to alleviate suffering and in the promotion of health programs. These give shelter to life's unfortunates. This is commendable, and must be expected of society. Society must care for its own products. But is it constructive to the race? Is it not true that the great effort of medicine and the skill of surgery are mainly enlisted on the side of caring for the weak and thus contributing to race deterioration? Preventive medicine will permit a greater number of weaklings to live and reproduce their weakness in the next generation. The wonderful work of saving infants is socially commendable and should by all means be increased; but the weak beget the weak, thus biologically our race will continue to deteriorate. Have we not yet arrived at that point in our advanced civilization where we can ask medicine to prevent weaklings rather than develop them, when merciful and sane methods are known to medical science? The results of this policy are showing up in the increased death rate above fifty. Instead of concealing our potential weaknesses, biology asks us to bring them out into the open and focus effort upon the prevention of weaklings rather than coddling them and concealing their degeneration. There is every argument to say that society must give relief to the degenerate and to the socially

unfortunate, but is there any argument which says that they must multiply their kind and add continued burdens to the social overload? Disease and vice eventually purify a race; by eliminating the weak. We hinder this process by covering up vice and potential disease. Medicine is anxiously waiting for the support of society on a constructive program for race betterment, and it is only sentiment and ignorance that withhold the supporting hand. They insist that the suffering must be relieved, but ask also that equal or greater effort should be made to make the strong stronger and withhold the sacred privilege of the weak from producing their kind. The differential birth rate in America is the most momentous question that affects the future of our great nation. Social demoralization does not determine the rise and fall of a nation. It is this differential. This has become so great that the entire complexion of our population will be changed in less than a century. It may surprise you to know that for every child born of native parentage there are four of foreign birth. Did you know that the average offspring of the graduates of Harvard, Yale, Wellesley and Bryn Mawr is less than one child per marriage and at the same time the Bohemians of lower New York have an average of seven per marriage? Does this mean anything to the future of American democracy, and the safety of Western civilization?

The fifth assertion: That moral and religious instruction will not improve the inborn moral capacity of the human race. Variation and selection are the two great forces of evolution. Their effective operation over long periods of time gives us the diversity of life which we have in the world today. You would improve mankind by more wealth, more culture, more education, more religion, when not a single one of which is inherited. They affect the individual, but are not passed on either actually or potentially to your children. Our children are born with about the same mental, moral and spiritual characters as their parents have. They acquire proficiency, but proficiency is not inherited or passed on to the next generation. The more you improve the environment the easier it is for the weak to live and pass on all the undesirable characters to the next generation; thus dissipating the few strong characters of the race. An educated grandfather does not produce a genius of a grandson. Improved intelligence comes from concentrated intelligence in the germ cells and not in the body cells. Thus it is folly to try to improve the morals of a race by more religion, more education, more culture or more wealth.

The foregoing assertions are not born of sentiment, but deduced from researches of science for many generations. They are not the cry of an alarmist, or a pessimist, but workable assertions that will assist the direction of our social policies to the consummation of ideals that will strengthen the race and perpetuate the ideals of Western civilization.

What then is our duty and what is yours? This comes to us as a direct challenge. Science can only pass to you the torch of truth free from sentiment and unbiased by prejudice, and tested as to ultimate effects. Yours is the task of inculcating those ideals into the future generations. If we fail to give you the essential materials regarding life and its functions certainly science must assume its responsibility for the failure. If you choose to ignore humble truth, to you falls the burden of responsibility if civilization trembles and crumbles under its social overload. You are fully aware of the fundamental laws of organic evolution and the workings of the principles of heredity. Nature and her processes must no longer be regarded as unimportant assets in a broad and efficient education. The natural laws of life must become a part of every curriculum for the training of young life. It must not stop there. Through the whole social structure of our civilization must come a new respect for the laws of life. Man must be taught the consequences of neglect; he must know that Nature will not reward nor chastise contrary to the great fundamental principles of evolution. The virile physical strength and rich intellectual endowments of this race can and must be conserved and improved. Neglect just now will mean their further dissipation and ultimate destruction. The ethics of the Master must be combined with the truth of science. If this combination cannot save the world, nothing can.

Such, then, is the challenge of this hour. Biology gives you the materials to weave into the mind and heart of the new generation. It invites you to its laboratory, to its proving grounds, to its records of achievement. It freely gives to you the truths of life as they are revealed in its research. It places in your hands the social control of the vast wealth of new and proven materials. Yours is the task of inculcating its truth into the dynamic and motive philosophy of the next generation.

No man can superintend a system of schools independent and apart from the board and continue long in the service. Neither can he continue long and effectively in service without the intelligent understanding and co-operation of the board in the plans and program for operating the schools.—R. J. Cunningham.

LITERATURE IN FEBRUARY

MRS. EDITH SIMPSON
University of Akron

[Represents work actually done in a Platoon School in Mason Conservation School, Akron, Ohio.]

The month of February abounds in ethical subjects for work in history, citizenship, and literature. Patriotism which includes courage, loyalty, kindness, willingness to work, honesty, truthfulness and many other virtues, may well be chosen as the ethical thought about which the poems and stories for the month may centre.

The following is the result of five class periods of thirty minutes each. Since the dramatization was the product of the class as a whole, practically every member of it could represent any character in the cast. The ambition of each boy, it seemed, was to be the "English Cherry Tree," and the "thud" with which the tree fell showed any "doubting Thomas" whether or not children have that something we call imagination.

THE NEW HATCHET

A Play in Three Acts.

Characters: Little George, Mr. Washington, Servants, Trees, Bushes, English Cherry Tree.

ACT I. THE BIRTHDAY PRESENT.

SCENE: The Living Room.

Father—Well, George, my boy, I am going to town today. I may not return for several days. The roads are muddy and I have a great deal of business to take care of.

George—Oh, father—let me go with you!

Father—Not this time, George, next summer you may go. This is February, isn't it?

George—And soon will come my birthday, father!

Father—That is right. Well, well, you are getting to be a big boy, George. I might bring you a present from the store. What do you want most?

George—I've watched the woodmen cutting trees until I know all about it. When I grow up, I'm going to be a woodcutter. I'd like to have a new hatchet.

Father—A *hatchet*. Ha! ha! ha! What a queer gift for a little boy, but a batchet you shall have.

ACT II. GEORGE TRIES OUT THE NEW HATCHET.

SCENE: The Garden.

George (examining the edge of hatchet)—So here is my hachet, my birthday present. It looks like a good one. Made in England. Now I'll soon be a real woodcutter. (He goes into the garden. Children represent sticks and bushes.) Here are some sticks. Ha! Ha! how well it works—and here are some bushes too. See them fall! This *is* a fine hatchet. I must try a tree. I'll go to the woods. (Stops in front of cherry tree.) Oh, here is a tree just my size. (Hacks away with all his might, tree falls with a thud. George feels very proud of himself.) Now I'll look for a larger tree. (Exit whistling.)

ACT III. THE DISCOVERY.

SCENE 1. In the garden.

Mr. Washington—There is an hour yet before sundown. I'll go out and take a look at my garden. It will soon be time for breaking the ground for spring planting. (He goes out, enters garden, puzzled look.) These sticks were piled neatly this morning. Oh, what has happened to my berry bushes? They were growing very well. (Tries to pick them up.) Dear me, I must see about this. (Turns and sees the cherry tree.) Oh, what do I see? My cherry tree! My *English* cherry tree! Cut down? Who has done this? I must see. (Runs and calls.) Come here! Come here! (Servants come running.)

Mr. Washington—Who has been cutting bushes and trees? Speak!

(Servants tremble and shake heads. George comes near with hatchet behind him, hangs head when he hears father questioning.

Father (turning to George)—George, do you know anything about this? Do you know who has cut down my English cherry tree?

(George steps up and shows hatchet.) Yes! Father, I did it with my new hatchet while I was playing woodman. I'm sorry I did it. I'm sorry that I didn't think.

Father—Well, son, I'm sorry to lose my fine cherry tree, but I'd rather lose a thousand than have you tell a lie.

After the dramatization it was an easy matter to transpose the story into verse—which the class was most eager to do. This required five thirty-minute periods also.

Original Poem

"THE NEW HATCHET"

"Today, George, is your birthday
And my dear, what would you like?"
"I'd like a hatchet, father,"
Said George, with great delight.

"And why do you want a hatchet?"
Said his father with a smile.
"I want to be a woodcutter,
At least once in a while."

"Here it is all bright and new,
And there are bushes and sticks.
Now I will see what I can do
With my hatchet and good hard licks."

So he went into the garden,
And quickly did he chop
Most everything that he could find
And then he did not stop.

For soon he spied a cherry tree
That grew so straight and tall.
It was his father's pride and joy,
Alas! the tree did fall.

And when the tree his father saw
He was as angry as could be.
"George," he called, "what do you know
About my cherry tree?"

At first George thought he need not tell,
But he could not tell a lie,
And so he told the honest truth,
"Father, it was I."

"I'm sorry to lose my cherry tree,"
Said his father with a sigh,
"But I'd rather lose a *thousand*
Than have you tell one lie."

No one can estimate the value of this kind of work. In these verses with the second and fourth lines rhyming, the children were obliged to not only hold the particular thought in mind, but to feel ahead with the mind to find the

rhymable word, and in doing this, often, in order to avoid repetition of rhyming words, the thought had to be inverted, for example: "And when the tree his father saw." In cases where some part of a verse proved troublesome and when some child would think of a "happy solution," the whole class would resound with a glad: "That's good. That good." So the above is the best these children, working together, were capable of producing. If there had been no other value than "pure joy," the effort would have been worth while.

THE KITCHEN AS AN EDUCATIONAL LABORATORY

The new education, and education is very new, has as its key word, "Laboratory."

Teaching agriculture for the sake of knowing agriculture in rural schools is out of date with all who are up to date, but using the farm life of a country school district as the laboratory for the education of country boys and girls is the latest word in rural school progress.

Teaching trades in industrial centres to school children is not to be thought of, but using every important industry in any community as a laboratory for education is genuine educational science and pedagogical art.

Domestic science has only gone part way when it teaches boys and girls what to do in the kitchen with the things in the kitchen. The kitchen is to be a laboratory for applied scholarship.

It is one thing to know how to "salt and pepper to the taste" but it is quite another thing to desire to know the biography of the things used.

For illustration, pepper has in its biography the story of the Discovery of America, of the rise of Venice because of her commercial triumph over Genoa, of the Crusades of the Middle Ages, of the commercial supremacy of Spain and Portugal for a century, of British civic conditions, of British landlordism, and of many other things never to be learned in school.

To teach how to cook is important, but to allow girls to learn to do without knowing about what they do with is an educational tragedy.

Pepper was the leading article of commerce for centuries, long before tea and coffee, sugar and cotton came into commercial prominence.

Six thousand years ago pepper is known to have played a part in the world's problems. Noted ancient writers were impressed with its unaccountable prominence in public affairs. Pliny, a famous author, wrote that the high price of pepper was "astonishing considering that it has not a sweet taste, nor attractive appearance or any desirable quality, merely a certain pungency."

The Malabar Coast is the native habitat of pepper and the Romans conquered that country to possess themselves of pepper and from the first made pepper an important source of revenue.

When the Goths laid siege to Rome in 408 A. D. they received as one of the conditions on which they would make peace three thousand pounds of pepper.

When the Crusaders conquered Caesarea in Palestine each of the rank and file received as his appreciated bounty two pounds of pepper. It was a religious crusade, but the Crusaders were none the less ready for pepper as a condiment.

One of the earliest commercial rivalries was between Genoa and Venice and the latter city won and for a long time was the commercial metropolis of Southern Europe, and its great trade emporium in the fifteenth century was largely devoted to the pepper trade.

One of the great commercial wars of Europe was that in which Spain triumphed over Venice in the pepper trade as Venice had triumphed over Genoa. It is an interesting incident that Columbus of Genoa was largely responsible for the commercial humiliation of Venice by Spain and Portugal.

When money was scarce in Europe they used pepper, for its price was stabilized.

In England pepper was an important element in civic affairs for centuries. As early as the tenth century there was a British legal provision that all ships from foreign ports should pay the government ten pounds of pepper on both Christmas and Easter for the privilege of trading in London. Landlords in London for many years made a stipulation that all renters should give the landlord a pound of pepper, either at Christmas or at Easter. This applied alike to all regardless of the price of the rent. This was the origin of a term still in use in London, "peppercorn rent," which means any slight extra condition placed upon renters.

In England for a long time the man who was later called a grocer was known as a "pepperer." In the reign of Henry II (1154-1189) one of the twelve great fraternities of London was the "Pepperers Guild." This ultimately became the world famous "Grocers Company of Great Britain." A pound of pepper in London cost as much at that time as a sheep. This gave dignity to the pepperer.

The high price was due to the extortion of the Arabs and the Egyptians, so that it was highly important that some way be found to reach the East Indies by water. This necessity had much to do with the desire of Columbus, the Genoese, and of Ferdinand and Isabella, to find an ocean passage there. All this merely hints at the wealth of interesting information available.

Ginger, for instance, was second only to pepper in commercial importance in the thirteenth

and fourteenth centuries. Its price was almost as high as that of pepper for a time. There was an effort to have it take the place of pepper.

Mustard is in every kitchen, on every table in restaurant, and is served any day in the year in any hotel in the world, and is easily raised in every country in the world except those of the Far North. British India alone exports to England and France fifteen hundred tons of mustard seed a year.

One of the few parables that is given in full in three of the Gospels is the one about a grain of mustard seed.

LEAVES FROM A COUNTY SCHOOL SUPERINTENDENT'S DIARY —(XX.)

MARY L. FULKERSON
Salem, Oregon

Everybody comes to town to shop on Saturday. That is a foregone conclusion. Incidentally, they call at the county superintendent's office. That is also a foregone conclusion. The nerves of the office force are always worn to a ragged edge by Saturday night, but, Diary mine, let me tell you in perfect confidence that not one of us would miss a minute of it. A course in applied psychology is weak in comparison.

Saturday is the day when all odds and ends should be cleared away if possible, but sometimes so much new business comes up that left-overs are left-overs still when closing time comes. In that case we lock the office doors and leave the worries in when we go out. They will always keep. If they did not we would soon accumulate a new supply.

Today I was cheerfully dictating letters, and the pile was rapidly disappearing to the delight of the stenographer, when the door opened and a whole bevy of people ushered themselves in. One look at the face of the buxom matron heading the party and I knew that we were to be delayed at least half an hour while she broadcasted her grievance.

She introduced the little teacher, who smiled shamefacedly as though she wished she were at home with mother. She pushed forward a brother, who persisted in gazing blushingly but blissfully at the aforesaid little teacher. She towed in two little boys, munching chocolate elephants, and then began a tirade something like this:—

"Be you the county superintendent? Well, I been wantin' to come down to see you for a month but I jest didn't have no chance. What I want to know is, can't you make Mrs. Miller stay away from the schoolhouse? She was over there one day about a month ago and talked to the teacher here, and called me names until my little boys here couldn't stay in the house they was so scared. Her and me ain't spoke for four years, so I jest made up my mind I'd come down and tell you about it. She ain't got no right to call me them names, and you jest got to put a stop to it. She's on the school board, but that don't make no difference. I want her to keep away from that school."

She stopped for a better start, and I asked the teacher a few questions. Then I said: "I am sorry you are having trouble with Mrs. Miller, but since your trouble does not concern school affairs you will have to take it to the district attorney, if you feel that you must do something."

"Ain't you got authority to make her stay to home?"

"No, I couldn't attempt that. She is a member of the board and has children in school. She has as much right in school as you have."

"Me? Why, I board the teacher, and got two boys there! They're afraid of the old hussy. She's that fierce."

"You will have to take it to the district attorney. I can do nothing for you."

"Well, I hoped you would. I thought that was what you're for. If I take it into court, as I'm agoin' to, she'll be sorry. I ain't spoke to her for four years, I tell you. Where's that feller's office? I hope he can make her stay at home. Come on, children, let's go."

They blew out as they had blown in. Why that woman brought reinforcements is beyond me. She surely did not need them. As there are only three families on her side of the canyon one wonders how she has refrained from talking to her neighbor for four years. It must require a vast amount of self-control. I hope that little inexperienced teacher will turn a cold shoulder to meet the advances of "brother." It would be a tragedy to marry "in-laws" of that type.

As quiet settled down upon the office again, my assistants exchanged smiles of understanding, and the work, temporarily suspended, was resumed.

The postman came and went. He left several letters from parents and teachers as he always does. Today there was one from the teacher at Oakvale, saying that Dean Black's grandmother refused to buy books for him, and that she had sent him home as per a certain section on a certain page of the state school law, latest edition. This I laid upon the table for further consideration, and opened another letter. It was from Dean's grandmother. She stated that the teacher had sent Dean home because she couldn't get books for him. She wasn't his grandmother anyway. She was keeping him because his father is dead and his mother had run away. She thought the school board should get the books. Was this America or was it not? Would I

come up and make the teacher let Dean go to school?

I laid this communication on the table also. Trying in my mind to put two and two together I opened a third letter. Lo and behold! It was from the clerk of the Oakvale school board and the burden of his complaint was that the grandmother in question was an old trouble maker. The board would not furnish books for the boy, firstly, because the district could not afford it; and secondly, because they wanted to force the old woman to pull her tent out of the cow pasture in which it was located, and move on to pastures new and foreign to Oakvale. I laid this missive with the first two, and put on my coat preparatory to a shopping expedition. I bought books from the second-hand shelf at the dealer's for thirty cents, and mailed my purchase at once, considering it the best answer to all three letters. "Those people are certainly going around with chips on their shoulders," I said to myself as I again took up the dictation exercise.

The next interruption came in the form of a deputy sheriff, who passed through the office on a short cut to the basement. By way of explanation he said: "I have to get some coal oil for our lady prisoner. She is about to freeze and I've got to light an oil stove and warm up her apartment."

"Do you mean to say that you have a woman in jail?" I asked in dismay.

"Yes. Got her in from Oakvale last night. She'd been knifing one of her neighbors, and we had to go out after her."

Further conversation disclosed the fact that the "lady prisoner" was none other than the aforementioned grandmother. What has become of Dean? What will become of the books I sent? Dean must go to school despite the fact that his erstwhile grandmother languishes in jail. The only saving factor in the case of a child amid such environment is an education.

I was still pondering over this situation when a school board from the county just across the river came in for advice. They are so far from their own county seat that I sometimes help them with their problems just to be neighborly. Anyway the children across the river are just as worthy as mine. The river running between makes no difference in humanity.

They had all but hired a woman to teach their school when, at the eleventh hour, a rumor came to them disturbing their tranquillity. The spokesman said: "Do you know her work?"

"Yes, she has taught in this county," I replied.

"Can she teach?"

"Yes, as far as the course of study is concerned she is a good instructor."

"Tell us all you know about her."

"What I know about her outside of her teaching is little. Suppose you drive out to the district in which she taught last year, and ask the chairman of the board why they did not retain her this year, would that not be the best way to get your information?" (Rumors had come to me, too, but I do not approve of condemnation on rumor.)

They acted upon my suggestion, but came back in an hour for another conference.

Again the spokesman broached the subject: "He said she wasn't the kind of teacher they needed. He said she painted her face like an Indian at a war dance, and wore a bobbed wig of frowzy hair which wasn't her own. He said her dresses were cut short on both ends, and she went to dances, and didn't get to school before nine o'clock the next day. What we want to know now is: Do you know that man, and was he lying to us?"

"I do know him," said I, "and I am afraid he told you the truth."

"Well, if that's the case, we don't need her either. I've got two girls of my own in school."

Thanking me they went away to meet another applicant. Too bad! When will teachers learn that country school boards sometimes have high ideals?

The events following this were so tame in comparison that one of the assistants remarked as we were closing for the week end: "This has been an unusually quiet afternoon. People must be too busy shopping to call on us."

I said nothing, but I thought the gods of war had done their utmost to make the day interesting.

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WHO'S WHO AND WHAT THEY DO

MYRON T. PRITCHARD, one of Boston's most prominent principals for many years, and still most successful as an author of school readers, is living at Daytona Beach, Florida, where he has been since his retirement from service in his Boston school. He is there the entire year, and is one of the important community leaders.

MRS. ELLA FORD MILLER, head of the Department of Primary Education, Drake University, Des Moines, is a past master in platform work with primary teachers. She has subject methods for interest and achievement at high water mark, and projects, in school and out, at 100 per cent. efficiency. She has the children always in mind and talks to them through their teachers with exceptional skill.

PROFESSOR HIRAM BINGHAM, Governor-elect of Connecticut, has resigned as professor of Latin-American history of Yale University, a professorship he has held for nine years. He was graduated from Yale in 1898 and is a noted Peruvian explorer. During the World War he was commanding officer of the aviation instruction centre, Issoudun, France, the Allies' largest flying centre.

MAY TRUMPER, state superintendent of Montana for several years, was re-elected with a majority of 22,000, which led the gubernatorial vote by 34,000. This was an amazing triumph in view of all the circumstances. "She has had the office long enough," "This is the year to change," were sample political slogans. And, as a matter of fact, Miss Trumper has been highly professional, has insisted upon maintaining professional standards and educational standards, has never compromised nor temporized, which means that in the run of years she has created a lot of "fatigue deposits," as the new medical phrase has it when the body does not get a complete rest whenever one is tired. Miss Trumper had to win the party nomination and then the state election in a presidential year in a state that was magnifying the crusade against her ticket. To lead the state ticket 34,000 in a state with no larger vote than Montana was one of the great personal professional triumphs of educational history. Incidentally this is really an endorsement of the State Association, which has R. J. Cunningham of Bozeman as executive secretary.

LINDSEY BLAYNEY, president-elect of the Texas State College for Women, Denton, Texas, was selected, without being a candidate, from the faculty of Rice Institute, Houston, Texas, Edgar O. Lovett, president. The college at Denton is the third largest institution for higher education for women in the United States. It is highly significant that this state institution, one of the most important in Texas, sought its president at Rice Institute. Dr. Blayney is from Centre College, Kentucky, which has sent forth many eminent educational leaders. He earned his doctorate of philosophy in Heidelberg, and studied in other important European universities. In the World War he earned the rank of Lieutenant-Colonel, winning eight decorations and six citations for the Distinguished Service Medal. He has been honored with the degree of LL.D. by three universities in 1923.

FRED L. SHAW, retiring state superintendent of South Dakota, is elected to the Legislature, which is, from several standpoints, highly interesting. With Loren G. Atherton of Madison in the Senate and Fred L. Shaw in the House of Representatives South Dakota will have Legislative educational leadership which will be worthy of attention.

DR. FRANK N. WHITTIER, a member of the faculty of Bowdoin College for thirty-five years and one of the most noted pathologists and criminologists in the country, died of heart failure December 23, at the age of sixty-three. He was the first man who could positively distinguish between animal and human blood. He was also the first to demonstrate that every rifle or revolver has a distinct individuality that makes it possible to determine whether a cartridge or bullet was used in a given weapon.

ALFRED BUNKER, master emeritus of the Quincy School, Boston, died December 17 at the age of eighty-six. He was sub-master of the Quincy School twenty years, and master twenty-five years. He was secretary of the Massachusetts State Teachers' Association six years, and treasurer for another six years.

The human touch solves a thousand problems, and is the keynote of the public school teacher's success.—Lemuel H. Murlin.

EDUCATIONAL FORUM

THE TEMPERANCE CRUSADE.

The National Temperance Council, made up of officers of more than twenty national temperance organizations, in its meeting December 12-14, reached the following recommendations:—

"The nation is engaged in a tremendous and epoch-making struggle. Sobriety, decency, the health and welfare of the people, the very security of constitutional government are at stake. There must be settled for all time the issue of obedience to law, constitutionally adopted. In this struggle continual building of public opinion is fundamental. We appeal to all educators to give especial attention to training youth to intelligent practice of total abstinence from all alcoholic beverages, to developing a patriotism that will express itself in bringing to the service of one's country a strong body, a clear mind, high ideals, and a spirit of loyal observance of law. To this end we ask that larger attention be given to teaching youth the modern scientific facts about alcohol as required by the school laws of nearly the entire country; that the courses of study on health include sufficiently detailed topics on this question to indicate its practical importance to conditions of modern life; that the textbooks used treat the facts about alcohol which will help youth to understand why the up-to-date person meeting modern conditions will choose to be an abstainer from alcoholic beverages. We suggest that civics and history properly acquaint youth with the development of the United States policy in dealing with the liquor traffic and the patriotic obligations of citizens toward these and all laws."

—o—

The United States owns and keeps in use more automobiles than all the rest of the world combined. There are several states in which the entire population could go on a joy ride at the same time in cars owned in the state.

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HUMANE EDUCATION.

[Radio Broadcast by Mrs. Warren Edward Tryon, Ex-President Humane Education Society of Pennsylvania.]

The true value of Humane Education lies in the fact that it has a direct influence upon the character building of the growing child, for it teaches him those principles that have the most effect in training for good citizenship, and not alone is the child affected in this teaching, but the adult, also.

Humane Education is the education of the heart. All education should be three-fold, that of the heart, head and hand. We have the head, or mental, and we have the education of the hand, which is physical, but do we have an education of the heart? I will let you judge of that, when we read daily of murders, crimes of various descriptions, "the greed of gain, and even the barter of principles for money." Can we look at the facts that cause our crowded prisons, insane asylums, wide-spread immorality, disregard of law, even by those in high places, without questioning the need, the mighty need, of an education of the heart? Today, as one writer has said: "Human society bears on its crown the flowers of intelligence, while its roots rot in the swamp of materialism."

What then are we to do? We are to give an education that will awaken and train those virtues of mercy, justice, consideration and kindness, that are the basis of right moral habits. Do not fear to begin too young to arouse in your child an appreciation of nature, and of the animal world about him. Awaken affection, and keep it warm and glowing, by teaching your child to think of somebody, or something else, besides himself.

The child who has never had a piece of land, just his, to plant and work in systematically, so that he can get the best results, or has never taken loving care of plants or animals, will always have a blank in the development of his soul, growing up without the awakening influence of service. Humane Education would teach the child through the care and support of his bird, dog, cat, or other animal, under proper and continued guidance, that responsibility which he later will owe to the Commonwealth, as a citizen.

See to it, also, that your child has those songs, about which a great man has written: "Let me make the songs of a nation, and I care not who shall make the laws." If a song, then, will influence the heart of a man, how much more will it mean to the education of a child. Little do we realize the power of song and music to the sensitive child, for it is one of the great educators of the infant soul. You would do well to teach him the words and music from that charming little book, "Songs of Happy Life," where the beautiful and good are brought to his notice, suited to the child's understanding; for not only should the best be given, but in simplicity. A child loves animal stories, and he best understands animal life about him, responding to it. See that his love for animals is early cultivated, for much can be gained for his soul's nourishment, and the world will be the better for that!

Instead, for instance, of purchasing an air-rifle as a plaything, to go forth and wound, or kill, give him a camera and let him take a picture of the animal he would have hurt so thoughtlessly, and then have him write a story about the picture. Here, you have more than conservation and creation, you are sowing the seeds of consideration and appreciation of a life, however small, that is part of the whole plan.

Life is one succession of events and acts, and as the twig is bent, so will the tree incline. Let us so educate our children that egotism will give way to altruism, by teaching that the most insignificant is worthy of his attention and his kindness, and that everything in life has its message, if he will only heed and listen.

Humane Education brings forcibly to our knowledge the fact that we must so teach the child for the advancement of a higher moral civilization, that there is one law for all creation, and that it rules the heavenly bodies, as well as the worm, the animal, and man, himself—it is a universal kinship of all life—for their Originator, their Creator, is one and the same—God. And Humane Education also teaches that "That love from which there does not spring wide love for all, is but a worthless thing."

The law in Pennsylvania says that "A system of Humane Education which shall include kind treatment of birds and animals, shall be included in the branches of study now required by law to be taught in the common schools; such instruction to be given to all pupils, up to and including the fourth grade, of the public schools of the Commonwealth, and to consist of not more than half an hour each week, during the whole term of the school." That much is good. But more can be done for kindness and consideration by correlating with each study the fundamental thought of Humane Education, without taking time from the school work, or causing the teacher unnecessary trouble, and then, instead of an often "dead letter" of a study, the subject becomes vitalized and lives on. As one writer has stated, "The history of every age shows that a one-sided cultivation of the intellect does not save men from evils of all kinds, and that it even helps them to commit wicked deeds more skilfully." It is vitally important work to you, for your children, and for your children's children. Do not pass it by.—Helen R. Tryon.

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In 1924 there were $2,650,000,000 taken in the United States in hold-ups, robberies and confidence games.

SAVING THE PROJECT PROBLEM

["Practical Problem Projects." By F. W. Rawcliffe. Chicago; F. E. Compton Company.]

The project idea is in danger of going the way of several popular delusions, and its friends must rally at once to preserve the good that is in it. The word itself gives its germ idea, which is projection. Unless it projects ahead it is not a project. The only question is: "Where is it going?"

It is no project for a child to putter with something that is merely interesting. There is no project problem when a child does what he is told to do.

Nowhere is the distinction between the example and problem more needed than in project problems. An example is purely mechanical, can be performed by a machine or by machine methods. For instance, adding, subtracting, multiplying, and dividing are purely mechanical, can be performed by a machine. They are examples. A problem can never be performed by a machine, must always be solved by the human mind.

Project problems require independent thinking by each child in the class. The project problem is not a new school subject in any sense, does not add anything to the teacher's burden. Nothing new is required by way of equipment that should not be furnished without the project problem. It is merely an aid for children to solve their problems in geography, in history, in civics, in literature, in agriculture, in science, in reading, in arithmetic, etc.

The Project Method is a problem solver in all subjects that shall be solved by every child from the fourth to the ninth grade.

There will be many solutions of the project problem, for the project problem idea is too vital to be allowed to end in mere vague puttering.

Another series of solutions of project problems is presented by Rawcliffe's "Practical Problem Projects," an inexpensive book for every pupil to use in connection with various project problems. It has several group project problems for each grade, from the fourth to the ninth, projecting the child's interest into the library and all of its resources. There are project problems for each grade and associated with real school subjects.

These "Problem Projects" project the child's personal investigations into the various fields of research adapted to his age and community interests. They open wide every door available in the community, and the fact that the encyclopedia is the most resourceful of all provisions for ready illuminated information is the excuse for reference thereto. The child who tries to solve any project problem without the early use of all encyclopedic aids thereby demonstrates the narrowness of his school life.

Rowdies have no place in an American college or university.

EDUCATIONAL MEASUREMENTS.

["Educational Measurements and the Classroom Teacher." By A. R. Gilliland, Ph.D., Northwestern University, and R. H. Jordan, Ph.D., Cornell University. Cloth. 269 pages. Edited by Charles E. Chadsey, Ph.D., University of Illinois. New York: The Century Company.]

There is no occasion to fear the disappearance of mental tests or educational measurements, for there is a vital principle in each that has been discovered and used in recent years.

But the last word has by no means been said. Even the latest best thought is far from the last good word.

When the flying machine was made practical by Glen Curtiss and the Wright Brothers no one suspected that the old-fashioned balloon would so soon supplant the winged machine in practical service, and already we see intelligence tests and subject measurements used in the old-fashioned way for securing better old-fashioned results.

The "I. Q." is no longer the end sought in tests, and no universal standard is desired in measurements.

The day has already passed when the "objective" is the discovery of morons and hypermorons. The present aim is to find something that can be developed rather than what cannot be developed. When L. R. Alderman revolutionized the morale of the United States navy by introducing a very modern system of education he utilized tests. He made no attempt to find the "I. Q." of the men, but when he wanted men to study radio he tested for men who were high in rhythm, and wasted no time on men shy on rhythm. He made a direct drive to find men who had some traits that were indispensable.

One of the great taxi-cab companies in one year reduced accidents one-half by testing every man for the caution and speed combine. They had already looked into the honesty record of every man for seven years, and now they wanted men who could make speed and be cautious. The "I. Q." is all right as a parlor ornament, but in real life what the world demands of tests is something that will find out who has what is desired.

Gilliland and Jordan are adventuring, rather timidly to be sure, but none the less really, to do something new and valuable with measurements. They are studying how to use the safe and sure balloon for service. They have no interest in the stunts of airplanes, that loop the loop and do other interesting psychological stunts.

The British teachers protest against a nation-wide ten per cent. reduction in their salaries. Last year they voluntarily accepted a five per cent. reduction as an emergency measure. They do not admit that there is an emergency at present.

BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

HEALTH FOR EVERY DAY. By Maurice A. Bigelow, Ph.D., and Jean Broadhurst, Ph.D., both of Columbia University. Cloth. 250 pages.

HEALTH IN HOME AND NEIGHBORHOOD. By the same authors. Cloth. 330 pages.

New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

This latest presentation of the way to keep well if one is well and to get well if one is not well is attractive as an approach to the personal element in hygiene and to the extension of personal well-being to community health and to community wealth that results from neighborhood sanity in sanitation.

There is no health for any one or for any neighborhood that is not "Health Every Day." There is no skip-day, summer or winter, in city or country, that is not unhealthy.

There are fatal germs assailing everyone every day waiting to catch some one off his guard. They are just as pestiferously lurking in homes and neighborhoods as in lungs and glands. "Health for Every Day" is itself a noble hygienic slogan, and the authors magnify their ideal so simply that it can escape no child, so magnetically that no neighborhood can fail to be inspired by the home-coming boys or girls.

In phrasing and in illustrations from the first page of "Health for Every Day" to the last chapter of "Health in Home and Neighborhood," Dr. Maurice A. Bigelow and Dr. Jean Broadhurst have healthy pedagogy as well as wholesome physiology and hygiene broadcasting through children to fathers and mothers, automobilists and street car drivers, makers of laws in city councils and state legislatures, street cleaners and ash gatherers, anybody and everybody who is directly or indirectly responsible for pure water and pure air, social and civic as truly as physical well-being of all the people everywhere in America.

GRADED OUTLINES IN HYGIENE. Book Two. By Walter Frank Cobb, M. D., Baltimore. Cloth. 387 pages. Yonkers-on-Hudson, New York: World Book Company.

The test of just taxation for public education is the effect upon community life, family, social, civic, of school work, and one of the latest and best demonstrations that taxation for education pays is the insurance of health, individual, family and community, through school hygiene teaching and preaching.

In this day of vast resources created by school education nothing stands out quite so impressive as the wealth of tests on School Hygiene.

Dr. Cobb's service in the public schools of Baltimore and in Johns Hopkins University has attracted wide attention, and his books are unusually attractive to pupils as well as to teachers and to parents also because he makes helpfulness as well as healthfulness the goal. He says:

"In order to make the child's health program carry over into health service, it seems necessary to deal with his ambitions, ideals, and life aims. The lessons ought to be related to the opportunity for *health service* just as much as to the need for *health practice*. An important task which confronts the teacher is that of building up the pupil's morale. The teacher should try to discover health in pupils as well as teach health to them. *It is far better to discover health tendencies than disease tendencies.* At least it is more encouraging to know that one has health possibilities which can be realized if certain health faults are corrected. Mental hygiene ought to be given increased attention. A great deal of ill health is due to poisonous products which are manufactured *within* the body, especially in the crypts of diseased tonsils, at the roots of abscessed teeth, and in the intestines. Removal of the conditions favoring the production of body poisons and adequate elimination of the wastes of the body are two of the most important rules in the Game of Health. Most persons know these rules, but relatively few observe them. The teacher should talk more in terms of disease *tendencies* following violation of the laws of health and less about the *inevitable* results of faulty habits of hygiene. It is not so much the forceful and positive health statements of the teacher that influence the class as it is the careful, thoughtful, and consistent statements which she makes, basing them on the experiences of *most* individuals, not of *all*."

GAMES, CONTESTS AND RELAYS. By Seward Charle Staley, University of Illinois. Illustrated with diagrams and photographic reproductions. Cloth. 352 pages. New York: A. S. Barnes and Company.

This exceptionally valuable presentation of "Games, Contests and Relays" in various countries, historically and otherwise, is in a class by itself in connecting the stages of progress especially in competitive games and in weaving into a composite whole the literature on "Games, Contests and Relays" in Greece, England, France, Germany, Sweden, Italy, and Spain.

Professor Staley has prepared a book which is of pre-eminent practical value to the physical director, play leader, school teacher, and others who are interested in this sort of work. To this end the material is confined to the description of activities, the methods of organization and the practical problems of conduct. The theory side is ignored.

One might judge that the book is more or less academic. The case is just the opposite. While it is true that a tremendous field has been searched only that which has proven practical from actual experiment has been included. Every game, relay race, combative contest and athletic event included has been tried either by the author or some one under his supervision. He knows positively that everything which is found there is practical. This does not imply that everything will be accepted with "howling enthusiasm," but everything will work out successfully with the average group if properly presented and properly conducted.

The book is not the product of a period of intense work but the result of over six years of more or less constant research, experimentation and study. The collection of material was started in the spring of 1917 while he was engaged in promoting mass physical recreation work in the army. He was in desperate need of material and while there was considerable to be found it was scattered everywhere. The idea of collecting it and publishing it in one volume thus had its inception.

The twelve pages on "The Pedagogy of Games" are exceedingly interesting and important because of what the author says and what he leaves unsaid. From first to last the book breathes an Americanism which is helpful, a spirit of adaptation which is inspiring, and a virility which is quite unusual even in a study of "Games, Contests and Relays."

AFTER NINETY YEARS. By Edwin Wilbur Rice. Cloth. Illustrated with photographs. 167 pages. Philadelphia: American Sunday School Union.

This seems to be a year of Nonagenarians. In "Education" for December Everett O. Fisk calls attention to the fact that Charles W. Eliot and William F. Warren, presidents-emeritus of Harvard and Boston University, are enjoying life at ninety. He calls attention to other college presidents who are hale and hearty at ninety or beyond. Of the nonagenarians there is none more deserving appreciative attention than Dr. Edwin Wilbur Rice, for more than seventy years in the service of the American Sunday School Union, and for more than fifty years one of the most virile editors of Sunday School literature, one of the ablest defenders of sane progressive belief in the Bible, one of the champions of a Bible revised to date. We are sure that no other living American has had as interesting a life in the missionary saddle and on the Sunday School editorial throne for seventy years as has Dr. Rice, and his "Story" of those years is delightfully told for his friends and for all who are interested in the progress of religious activities in the interest of young and old.

LAS CONFESIONES DE UN PEQUENO FILOSOFO. By "Azorín." Edited, with notes, exercises and vocabulary, by Louis Imbert, Assistant Professor of Spanish, Columbia University. Cloth. Illustrated. xv+170 pages (80 pages text). Price, 88 cents. New York: D. C. Heath and Company.

This is number 7 of the Heath series of "Contemporary Spanish Texts," of which Professor Federico de Onís of Columbia University is the general editor. Other volumes of the series present editions of such writers as Benavente, Blasco Ibáñez, Martínez Sierra, Linares Rivas, and Jiménez, in addition to several short story anthologies. José Martínez Ruiz, best known under his pen name of "Azorín," well deserves to stand with these. Professor Imbert, a teacher of established reputation, has made a selection of twenty-six extracts from three of the earliest works of the celebrated critic and "conteur," eighteen being chapters from the confessedly autobiographical "Las confesiones de un pequeño filósofo," seven, chapters from "Los pueblos," and the final selection, a chapter from "Antonio Azorín." Professor de Onís has written in Spanish one of his notable critiques, these introductory essays being one of the outstanding features of the series. A bibliographical note follows the introduction. The language of the book makes it suitable for use in elementary as well as intermediate classes in Spanish. Mr. Imbert has provided a number of varied exercises based on the text, employing the most favored devices for oral and written practice, and has also prepared satisfactory notes and an adequate vocabulary. A number of good illustrations, including a reproduction of the famous painting by Velasquez, "The Surrender of Breda," better known as "The Lances," add to the interest of the text. The book ranks with "Platero y yo," also included in the series, as excellent reading material for beginners.

CONTENT AND METHODS OF THE INDUSTRIAL ARTS. By Samuel J. Vaughan and Arthur B. Mays, University of Illinois. Cloth. 397 pages. New York: The Century Company.

Here is a book for teachers and teachers-to-be written by men of much successful experience in industries, in one-teacher manual training school, in city schools, in Teachers Colleges and in State Universities. Everything in it has been tried, sifted and improved till it was a success in action.

As an introduction to "Content and Methods of Industrial Arts," the authors have an excellent account of the introduction of manual training in American schools. Nowhere have we seen as good an account of useful and useless phases of the Russian system, the first to come, as it was used by Dr. Calvin M. Woodward, who introduced it in 1880 in the first Manual Training School in the New World, a preparatory school for Washington University, St. Louis. This was supported by private gifts. All this fruited from the Russian exhibit at the Centennial Exposition, Philadelphia, 1876. Chicago, Toledo, Baltimore, Philadelphia and Omaha soon followed with the introduction of the Russian "abstract" method. Within ten years some form of woodwork, often knife work, was in many cities.

Boston was the first city to introduce Swedish Sloyd, which departed radically from the Russian abstract idea. It was the beginning of the project scheme of today. It was near the close of the nineteenth century that Sloyd began to be superseded by the Arts and Crafts stage. Ruskin and Morris were the inspiration of the American movement that appreciated beauty and artistic expression.

Twenty-five years ago the first real American movement was introduced and soon "Industrial Education" captured all American cities.

"Content and Methods of the Industrial Arts" meets all varieties of present-day needs, historically, philosophically, and pedagogically, and it will be of inestimable service to education everywhere.

GOALS AFAR. By Samuel Valentine Cole. Cloth. Boston: Marshall Jones Company.

The president of Wheaton College, Norton, Mass., is one of the welcome writers of verse for the Atlantic Monthly, The Critic, Putnam's Monthly, The Outlook and other magazines and it is a pleasure to have half a hundred of the specially attractive brief ones gathered in a beautifully bound volume. President Cole is an exceptionally inspiring leader of young women in college life and work, and these verses breathe the same charming spirit that marks his academic guidance of young women.

WHITE AND BLACK IN EAST AFRICA. By Hermann Norden, F. R. G. S. With thirty-four illustrations and two maps. Boston: Small, Maynard and Company.

It is an interesting literary achievement for a high scientist to write an account of travels as a sportsman, as an adventurer, as a statesman, as a humorist, as a costumer, as a master of aesthetics, and as a literary high priest, and that is what Hermann Norden has done in "White and Black in East Africa," and publishers and artists have added their charms.

We have seen no account of affairs in East Africa that is as interesting reading, as vivid a presention of the relation of English and Indians to the negroes, as illuminating a view of British politics in its Colonial relations, and through it all a marvelous story of adventure revealing the daily life, domestically, industrially, socially, and pugilistically, of the natives of East Africa.

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EDUCATION IN ACTION

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

The Royal College of Physicians and Surgeons in England has adopted a report of the board of examiners in dental surgery recommending that Tufts College be added to the list of recognized institutions.

"The result of this recognition is that graduates in dental surgery of Tufts College will be exempted from the preliminary science examination for the L. D. S., and will be admitted to the first and second professional examination on producing detailed certificates of having completed four years of study at Tufts College, including all the courses required by the regulations of the Royal College."

Resident this year in the colleges of the United States are more than ten thousand students from foreign countries. One hundred and five different countries are represented. In a few years most of these students will return to their own countries to extend the influence of the training and ideals of America.

The board of regents of Michigan University has adopted a resolution naming the new literary building James Burrill Angell Hall.

General William Barclay Parsons has been re-elected chairman of the board of trustees of Columbia University.

Comptroller Craig of New York has won his contention in the Supreme Court that the Board of Estimate and Apportionment shall include in its budget for 1925, the $467,924 required for the teachers' pension reserve fund.

William McAndrew, superintendent of schools, has announced that the Chicago public schools will not participate in state "spell down" contests. No "spell downs" are allowed except a brief trial occasionally for the amusement of a class. This plan gives whatever advantage may be credited to a contest. All formal spelling lessons are written.

There is a Thomas Jefferson High School in New York City. Is there another in the North?

More than four hundred delegates from the forty-eight states were in attendance upon the Vocational Education Conference in Indianapolis recently.

Substitute teachers cost New York City a million dollars a year.

Dr. William DeKleine, who becomes director of the Child Health Demonstration at Mansfield, Ohio, under the American Child Health Association of the Commonwealth Fund of New York City, has made a national reputation as full-time health officer in Flint and in Saginaw, Michigan. In that state he was also for a time director of the State Tuberculosis Association, president of the Michigan Public Health Association, and chairman of the Public Health Association of the State Medical Society.

In one city twenty high school boys and girls have been suspended on the charge of attending a party where liquor was served. In the same city three boys in another high school have been suspended for drinking liquor in the locker room. Strange times these.

William F. Russell, Professor of Education and associate director of the International Institute of Teachers College, Columbia University, has been appointed acting director of the Institute of International Education, for the next eight months during the absence of Dr. S. P. Duggan, who is participating in the school survey of the Philippine Islands.

W. G. Masterson has resigned as superintendent, Muskogee. He went from McAlester to Muskogee last May.

If you know of any one who would like to enter the World Essay Contest under the auspices of the American School Citizens League advise them to write to Mrs. Fannie Fern Andrews, 405 Marlborough street, Boston.

Dr. Frank P. Graves, New York State Commissioner of Education, has written to William H. Allen, chief assistant of the School Survey, New York City, that "The investigation you have started with the teachers to discover unnecessary topics in a course of study ought to yield results. Even if it were nothing more than getting the teachers to consider the possibility of much of the traditional material hav-

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ing been outlived, it would be well worth while; but I should hope that you would get many excellent suggestions that would be of value to you in recommending a reorganization of the course."

The school medical staff of New York City is under civil service.

The New York City principals appear to be very certain that the composition contests as conducted in that city "have any real value moral or educational."

The death of Miss Grace Schermerhorn, associate director of the American Child Health Association, and formerly director of Home Economics in the New York City public schools, on January 11 came as a shock to her many friends. She was born in Springfield, Illinois, and spent her early life there. She studied at Oberlin College, Chicago University, and Teachers College, Columbia, from which institution she received the degree of Bachelor of Science in 1912. Her first teaching was done in Springfield, Illinois. Later she taught in a State Normal School in North Dakota, a State University at Moscow, Idaho, became director of Home Economics in the State College at Ames, Iowa, the supervisor of Household Arts in Long Beach, California, and then was called to New York to head the home-making work in the public schools. She rewrote the Course of Study in Cooking, making it practical and scientific. She co-operated with the School Lunch Association so that the school lunches are now on a business basis and a help toward the health of the children in the districts where lunch is too often a luxury rather than a necessity. Her exceptionally fine training combined with broad vision and a delightful personality caused a deep sense of loss when she resigned to become associate director of the Child Health Association, a position she was filling brilliantly when she was stricken by her final illness.

The Chicago School Principals have been discussing to what extent the Christmas, Thanksgiving, and other collections are giving practice to the Chicago children in civic participation. There is a frequent suggestion that this is a sort of extension of school service into the home, carrying physical training thither, that is, the school child "pulls papa's leg" for whatever donation schools make to these philanthropies. A number of principals are urging that instead of using the school as a path to papa's purse effort should be made to give the children practice in direct sharing in these philanthropic services. One of the reports of one of the periodical collections authorized by the Chicago Board of Education shows the contribution of $11.75 from three children of the same family, accompanied, as the principal requested in the case of all the other children, by a statement as to the source of the contribution. These lists state the work done by the three whereby they earned the money.

1.—Went to the store.
2.—Was good when mother was sick.
3.—Wash the dishes.
4.—Wipe the dishes.
5.—Take out the ashes.
6.—Ironed.
7.—Shovel coal into furnace.
8.—Mended Daddy's stockings.
9.—Scrub the floor.
10.—Dusted the chairs.
11.—Picked up papers in the yard.
12.—Raked up leaves in the yard.
13.—Minded baby for mother.
14.—Emptied the garbage.
15.—Helped Dad wash the auto.
16.—Helped Dad put new tire on auto.

Rural homes and small villages of Vermont supply 422 of the 633 students registered in the normal training courses of the State University, the State Normal School, Lyndon Institute, and the one-year normal classes in selected high schools. Large villages furnished 127 of the whole number, 34 came from large towns and small cities, and 50 from Burlington, Rutland, and Barre, the principal cities of the state.

The executive board of the International Kindergarten Union held its mid-year meeting in Washington December 29 to 31, 1924. Plans were formulated for the annual meeting of the union, which will be held in Los Angeles, July 8 to 13, 1925.

Hans Leoke, acting consul for Esthonia, says there are practically no illiterate adults in the Republic. Primary education is free and compulsory. Opportunity for advanced education is provided at 122 secondary and vocational schools and two higher institutions, the Technicum and the University of Esthonia. At the university more than 3,200 students were matriculated in 1922.

Two sets of lantern slides showing types of kindergarten work were shown to twenty-one groups aggregating more than 2,000 people during the last ten weeks of 1924. These, as well as slides on rural schools, may be borrowed from the Department of the Interior, Bureau of Education, by interested people.

Plans of individual education will be discussed at a joint conference of the Bureau of Education of the Interior Department and the School of Education, University of Pennsylvania, at the University of Pennsylvania March 27. One session will be devoted to a discussion of individual instruction as applied in two of the large high schools of Philadelphia and another session to discussion of the plan as applied to the small high school.

NEW YORK CITY STATISTICS.

The total registration for November, 1924, the last date for which statistics are available, was: Elementary, 852,045; high, 107,869; training, 2,363; vocational and trade, 3,910; truant, 389. The increase over one year ago was 19,559, or two per cent.

Of the pupils attending day schools there were on regular full time 776,371, or eighty per cent.; on whole time, special program, 103,472, or eleven per cent.; on part time 86,733, or nine per cent. The decrease in part time this November over a year ago was 40,678.

Pupils on special programs have a part of their schooling before 8.30 a. m. or after 3.30 p. m.

High school registration by boroughs was:—

	Register.	Increase over last year.
Manhattan	36,748	2,534
Bronx	42,482	1,777
Brooklyn	42,482	4,539
Queens	12,936	1,260
Richmond	2,422	345

There were on regular time 52,831 pupils or 40.05 per cent. of the total; there were on special programs, 33,726 or 31.27 per cent.; on part time 21,312 or 19.76 per cent. The decrease in part time of 18,119 was aided by the opening of three new buildings and one annex.

Mother Mary Ignatius, speaking before the Catholic Educational Association of Pennsylvania, said:—

"We probably do more harm to the gifted child by not promoting him out of season than we do to the backward child who falls short of yearly promotion. Too often the mistake is made of holding back pupils, in order that they may do credit to the school. A great injustice is done in this case. It makes little difference to a child whether he received 89 or 99 in his eighth-grade examination, but it makes a serious difference in the rest of his life if he is kept longer in school."

MEETINGS TO BE HELD

FEBRUARY.

23-24: Annual meeting of the National Academy of Visual Instruction, Cincinnati, Ohio. J. W. Ankeney, secretary, Ithaca, N. Y.

22-26: Department of Superintendence, Cincinnati, Ohio.

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